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ABSTRACT

This book documents an effort to interrupt current Aboriginal/European power relations and transform "business as usual" by altering prevailing social relations in a Canadian college classroom. The foundations of currently dominant Western educational models emphasize individual adaptation and skill development in response to the demands of the labor market. Competency-based educational models proliferate in schools, promoting not only the learning of specific skills but also the theory base of the discipline, generated primarily by middle-class, White, urban, male theorists. Little awareness of cultural diversity is present. A skills-based definition of what is "required" for "competent" practice leads to the adoption of "power over" strategies in the classroom. In contrast, this book explores a pedagogy of resistance by examining the legitimacy of Aboriginal holistic paradigms within some diverse educational frameworks such as experiential learning and feminist and antiracist pedagogies. Teacher and student experiences and reactions are described during a college course on cross-cultural issues that incorporated aspects of the Medicine Wheel as a framework and featured Aboriginal and other culturally diverse voices. (Contains over 200 references and an index.) (SV)

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